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The *Christian Educators Journal* is published by the Christian Educators Association, whose members teach in, or are committed to the idea of, Christian day schools, whether at the elementary, secondary, or college level.

The general purpose of this journal is to foster the continuing improvement of educational theory and practice in Christian schools. Therefore, its pages are an open forum for the publication of significant articles and studies by Christian educators on Christian teaching. All articles and editorials appearing in it are to be regarded as the expression of the viewpoint of the writers and not as the official position of the Christian Education Association.

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EDITORIAL

BY JOHN A. VAN BRUGGEN

Professional Growth and Advancement

Members of a profession should be, and most of them are, interested in and loyal to their profession. This interest is of the kind that leads to a concern for the profession, especially for its growth and advancement. And such a concern is proper, for a profession that does not grow in numbers and especially in esteem cannot long endure as a profession.

The matter of growth and advancement is of special concern to the members of the Christian school teaching profession. It involves not only their welfare, individually and collectively, but also the welfare of the entire Christian school movement. If the Christian school system as we know it is to survive it will need strong and dependable leadership from the teaching profession. Such leadership can come, however, only from those who have been blessed with insight and perception coupled with knowledge and the ability to use that knowledge in arriving at judgments. The Christian school teaching profession will therefore have to have among its members a larger number who can give such leadership; and members with such talents can be attracted only by a profession that is strong and virile.

The data given in the recently published 1961-62 CHRISTIAN SCHOOL DIRECTORY indicate some trends in the growth and advancement of the Christian school teaching profession. They include, for example, the names of 1,867 full-time teachers and of 193 part-time teachers. Twenty years ago the number of full-time teachers was 466, and ten years ago it was 925. The numerical growth of the profession therefore has been greater than 300 per cent in the last twenty years and more than 90 per cent in the last ten years.

This growth is encouraging. While a membership of 2,000 is not large in comparison with memberships in existing professional organizations, it is a respectable membership and gives the profession the collective strength to accomplish many things that were not possible heretofore.

Another encouraging trend is the decrease in class size per teacher. Twenty years ago the average load was 30.7 pupils per teacher, ten years ago it was 28.8, and this year it is 26.6. This trend may be viewed as evidence of a growing appreciation of the nature of teaching, of regarding teaching as a personal process that can be accomplished best when the teacher can acquaint herself adequately with the needs of individual pupils.

There is an aspect of professional advancement, however, that should cause alarm. It is the matter of preparation for teaching. In practically every state in which Christian schools are located and in several provinces of Canada four years of college is the required minimum for a standard teaching certificate. Yet the list of teachers in the 1961-62 CHRISTIAN SCHOOL DIRECTORY includes the names of 665 full-time teachers who do not meet this required minimum. These teachers represent 36 per cent of the full-time teachers who are members of the Christian school teaching profession. Of the 193 part-time teachers, 72, or 37 per cent, do not have a four year college degree, and of the 255 principals, 66, or 29 per cent, lack the required degree.

Ten years ago a committee was appointed to study the teacher shortage problem in the Christian schools. At that time 344 of the 925 full-time teachers, or 38 per cent, had no college degrees. In this report, which was published, the committee revealed great concern about this matter of inadequate training, for it devoted more than one of the eleven pages to a consideration of it. And one of the six proposed solutions for the teacher shortage is given in the following words:

"We must maintain higher standards of teacher training. Teaching is so important that only the best trained individuals should be entrusted with this work. High standards will challenge the more capable young people to enter the teaching profession, will hold the professionally minded teachers, and will discourage those who would make of teaching a temporary and interim profession."

In spite of the committee's concern and warning, little has been done to raise the requirements for entrance into the Christian school teaching profession. If the trend toward more adequate preparation for teaching is not accelerated, the profession will atrophy.

Forty years ago the average American boy or girl terminated his education at the end of the eighth grade. At that time teachers were required to have two years of college, or six additional years of training, to qualify for a standard teaching certificate. Today a large majority of American youth completes the twelfth grade, but the teachers are now required to have only four additional years of training, or four years of college, for a standard teaching certificate. If this requirement is reduced still more, teaching can hardly continue to be classified as a profession.

The Editorial Committee extends New Year's greetings to its readers and contributors and desires for them a year that is filled with opportunities for service to Him and His cause.

The Editorial Committee acknowledges with sincere appreciation the contributions of those who made the launching of the journal possible. May their interest in the Christian schools and their faith in its teachers be rewarded with a journal that serves as an effective instrument to make Christian teaching more distinctive.

The National Science Foundation Program

By JOHN DE VRIES*

"It is not necessary that the average man should be acquainted with the latest theory of the universe or the newest hormone, but it is very necessary that he should understand as clearly as possible the purpose and methods of science. This is the business of our schools, not simply of the colleges but of all the schools from kindergarten up." George Sarton

Statements like the above have convinced many educators that there is an urgent need for major improvement in the science instruction offered in elementary and junior high schools. Two factors which help to explain why science instruction at the elementary level is still disorganized and immature in comparison with the instruction given in other areas are the "newness" of science in the elementary school and the "downward" development of the science program from the higher grades to the lower ones.

The National Science Foundation has for ten years been engaged in an ambitious, intelligent, and well-financed attempt to improve the quality of American Science Education. The program was largely experimental in character from 1950 to 1956 and was designed primarily to survey the situation to discover programs which would hit American education in its weakest points. The Foundation sought to identify areas of most crucial weakness and to design programs, most of them administered by universities, to repair these deficiencies. The secondary school was chosen as the prime target for this mission since it was believed that fundamental changes in secondary curricula will reflect themselves more rapidly in elementary and college teaching than vice versa. This, in part, will answer the question so frequently asked by teachers concerning the paucity of programs for elementary teachers sponsored by the Foundation.

Although the Foundation allocates about 70 million dollars of its total annual budget for educational activities, the need for additional programs seems to grow in geometric ratio to the Congressional appropriations for the Foundation. It is unfortunate that the available funds are insufficient to meet the need, especially those on the elementary level.

The material in this article, submitted at the request of the editor, provides a brief resume of the Foundation's programs in science education and the principles which are followed in making its decisions. For the most part these programs are directed toward assisting young scholars and recognized scientists to further their scientific training and helping science teachers to increase their knowledge of the subject matter of their fields.

BASIC PRINCIPLES

The principles which have guided the development and operation of programs for education in the sciences can be summarized briefly as follows:

- (1) In attempting to improve education in the sciences, it is necessary to identify the ablest people presently involved in this enterprise and to work with them in defining problems to be solved and in seeking practicable solutions to these problems. Although Congress can endow an agency with money and responsibility, it can-

not endow it with infinite wisdom. Hence, the Foundation operates on the principle that all decisions with respect both to broad programs and to specific grants must be made in continuous consultation with members of the scientific and educational community.

- (2) It is of paramount importance that education in the sciences be based upon the substantive content and nature of contemporary science itself. Hence the Foundation's programs are designed to encourage the leading scholars in these fields to take an active part in seeking solutions to the problems which bear on the improvement of subject-matter instruction.
- (3) In its attempt to improve education in the sciences, the Foundation recognizes that control of our American educational system is highly decentralized and that it must respect this principle of decentralized authority. The Foundation's programs must not result in NSF assuming any measure of control over the processes of education.
- (4) The education of scientists does not begin on the college or graduate school level, but in the elementary schools. This means that we must be concerned with the improvement of science teaching at all levels. This principle becomes extremely meaningful when we consider that less than 35 per cent of all students elect any course in the physical sciences after grade nine. This means that we have especially a great responsibility to children in grades seven, eight and nine since this will be the last time many will study any science, particularly physical science.
- (5) As the tempo of scientific advance quickens, the gap between the laboratory and classroom widens. Conservative estimates predict that our present amount of scientific knowledge will double within the next eight to ten years. Some provision must be

made to close this gap both by programs for the refreshment and retraining of teachers and by plans for the improvement of teaching materials and teaching methods.

- (6) Many public and private agencies are contributing support for education in the sciences in numerous ways. The complexity of the total pattern of support makes it difficult to bring together complete information on all of the ways in which this support is being given. The National Science Foundation recognizes its responsibility to be continuously aware of the activities of these other agencies so that it may supplement rather than compete it its programs.

THE PROGRAM

The Foundation's programs in education in the sciences are centered around six general problem areas:

- (1) Fellowship support for advanced students,
- (2) Supplemental training of science and mathematics teachers,
- (3) Enrichment of training and experience for talented science-oriented secondary school students,
- (4) Enrichment of training for science-oriented undergraduate students,
- (5) The improvement of course content materials, and
- (6) Public understanding of science.

At present most of the opportunities for receiving supplemental training are being offered to individuals teaching in grades 7 through 12. This does not imply that science institute programs for teachers in the lower grades are less important but it does mean that the available funds are insufficient to meet all the needs rising out of expanding enrollments and scientific changes.

The institutes programs of the National Science Foundation have done much towards raising the level of the teaching of science and mathematics in our nation's schools. Consisting of three

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major types — Summer Institutes, Academic Year Institutes, and In-Service Institutes — these programs provide supplemental training in subject matter for high school and college teachers, as well as for staff personnel of technical institutes and elementary schools. The teacher entering one of these programs can expect to study as a member of a group of teachers having approximately similar backgrounds. For teachers desirous of pursuing a summer study program on an individual basis, rather than in an institute group, summer fellowship and research participation opportunities are available.

The three types of institutes attempt to fill a variety of needs. For those who are able to obtain a year's leave of absence from their position, the Academic Year Institutes offer an enviable opportunity to do a concentrated piece of work in graduate school. Summer Institutes are designed to help those who are able to get away from their positions only during the summer months. There are many in the teaching profession, however, who are unable to leave home for an extended period of time to engage in further study. The In-Service Institutes make it possible for this group of science and mathematics teachers to continue studies on a part-time basis during the academic year at colleges and universities within commuting distance to their homes. Participating teachers are given modest travel and book allowances through sponsoring institutions which receive Foundation support to cover cost of operation. Over 250 such institutes are currently in operation; about 35 of these admit teachers in grades 1 to 6. If no institute is being conducted in an area where interest is manifested on the part of the local teachers, such interest should be made known to the nearest accredited liberal arts college with the request that the college submit a proposal to the Foundation for a grant to conduct the desired institute. An important criterion for attendance at all institutes is the potentiality of the individual as a leader in improving science programs in his own school system.

But we must go beyond updating and upgrading our present corps of teachers. It is also urgent that college programs

in science for prospective teachers be strengthened. These programs should be modified now that new materials for elementary and junior high school instruction are available. Such science courses should be designed to give a full and wide spectrum of science. Such courses should include materials drawn from several science departments and should teach the logical and operational assumptions on which science is built. The courses need not be specially designed for elementary teachers; those most appropriate for liberal arts majors and other nonscientists might be excellent for prospective teachers in the elementary grades. Prospective teachers should also be provided opportunities to gain experience in formulating questions that are meaningful to children, in developing methods for using quantitative approaches, and in adapting to science instruction materials found in the environments of the children. It is time that science cease to be a "step child" of the elementary school curriculum.

The Foundation and the Office of Education

Although both the National Science Foundation and the U. S. Office of Education administer programs directed toward the improvement of education in the sciences, it may be well to point out in conclusion some of the broad differences which exist in the nature and extent of the legislative authority, the methods of program development and administration, and the scope and objectives of their program activities.

Legislative authority for the National Science Foundation in this area is contained in the NSF Act of 1950, as amended, and for the U. S. Office of Education in the National Defense Education Act of 1958. The National Defense Education Act provides for science education programs which are, collectively, narrow in total scope and fixed by statute and thus may be modified to cope with emerging situations only very slowly. The National Science Foundation Act, on the other hand, provides broad latitude in aid of science which has made it possible to develop and administer new programs as the

needs have arisen and especially to undertake experimental or pilot projects before initiating a program. A further distinction lies in the fact that the Foundation in doing this is not hampered by precise statutory restrictions and can continually modify its approaches to problems as they emerge.

It should be noted that in his message to the Congress in January, 1958, the President drew a sharp distinction between the roles of the two agencies. The following excerpt is relevant in this connection:

"The education programs of the National Science Foundation deal exclusively with science education and operate mainly through scientific societies and science departments of colleges and universities. There is, however, an emergency and temporary need for certain additional Federal programs to strengthen science education in our State and local school systems. The Administration is recommending legislation authorizing these additional programs in the Department of Health, Education, and Welfare for a four-year period only."

In summary, then, the President outlined for the Office of Education a

temporary program (that came to be embodied in the National Defense Education Act) that embraced all educational disciplines and a program of action to be administered primarily through the States and, in some respects, through educational institutions. He delineated the Foundation's role as that of dealing with the sciences alone and programs of action developed directly in concert with and carried out by the scientists themselves.

Because it deals directly with scientists in support of their efforts rather than with intermediate political entities such as States, the Foundation is free to support excellence and to stimulate creative new approaches wherever they may be found, without restrictions imposed by types of institutions, State quotas, and other arbitrary limitations to its activities. Nonetheless, the programs of the two agencies have been developed and administered so that they have effectively complemented each other. This is an unsurpassed mechanism through which this nation, in its efforts to improve its scientific education, can engage the wholehearted and creative participation of eminent scientists. We urge as many of our educators as possible to take advantage of the opportunities thus being offered.

Geometry: An Ideal Introductory Mathematics Course

by PAUL ZWIER*

Why Teach Geometry?

Last summer, at the first meeting of a class of secondary, geometry teachers, I requested those present to write a statement concerning two topics; namely, the

role of geometry in the high school curriculum, and secondly, the criteria for the selection of a geometry text. Many different answers were given, but three appeared most frequently. Most of

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the teachers of geometry mentioned that geometry teaches students to think in a logical, coherent way; many brought out the fundamental nature of the subject matter and its wide application in science, and others added that geometry teaches space perception.

These questions were not posed to elicit final answers. They were intended to stimulate considerable discussion. Those who were eager to debate questioned whether a course in elementary logic might not be just as effective as a geometry course in teaching careful reasoning. Others pointed out that the factual material of the geometry had already been covered in the intuitive geometry of grades six through nine. Then, it might be added, one could teach space perceptions using descriptive geometry techniques better in the traditional geometry course.

This discussion led me to reappraise my position on these matters. It is easy to see that one's answer to the first question concerning the role of geometry determines to a large extent one's answer to the second regarding the choice of a textbook. It is my purpose to discuss these questions in the perspective of the current trends in modern mathematics experimental programs.

How Can Geometry Be Taught Effectively?

Some insight can be obtained into these problems by examining the first and the greatest text of them all, Euclid's *Elements*. Certainly, if geometric facts alone are to be presented, the reasonable format would be a mere listing of those facts with suitable drawings to clarify the statements. Euclid had more than this in mind. He presented a self-contained deductive system in which each theorem is demonstrated from the previous theorems, his famous postulates and common notions. Thus, the emphasis is upon the mathematical structure and the mode of presentation along with the facts given. Euclid invites us to notice that all of these facts are deduced from his assumptions. The crowning achievement of the Greek mathematical mind is its insight into those elements which make up a deductive system.

It is true that Euclid had some misconceptions about the role of definition in the discourse, since he did not see the need for undefined terms. Besides, he made several tacit assumptions so that his theorems were not strictly deducible from his assumptions, but his choice of mathematical expression in the *Elements* is a monument to his insights into the nature of mathematics.

I submit that none of the reasons given hit on the most important reason for including geometry in the secondary school curriculum. The answer that I give is the obvious one. It is not necessary to shop around for answers to this question, which, though correct, are peripheral. Let's not be embarrassed to say it. Geometry is an important *mathematics* course; a mathematics subject with a rich and exciting history. This geometry experience is for most students the first time that they have been presented mathematical facts in this time-honored way; namely that of specifying undefined terms, making descriptive statements about these terms (postulates), making definitions in terms of the preceding undefined terms, and finally deducing theorems from these assumptions. The student comes to realize that his drawings are but physical models for his deductive system and are not a part of it. He also comes to know that each theorem, even though trivial in terms of his drawings, must be deduced from the postulates and preceding theorems.

Thus, no geometry course is worth its salt unless the student is made aware of the deductive structure and of the fact that physical space is only hopefully a model for the deductive system. Besides, the geometry course should show the relation between truth in the deductive system, namely, that a theorem follows from the assumptions, and truth in the physical world, that aspects of the physical world are a model for the deductive system.

Again, the geometry course should depict clearly the dependence of the deductive system upon the postulates chosen. Thus, for example, the students come to realize that by changing the original postulates in a certain way, a geometry can be obtained whose model is the surface of a sphere. This leads

naturally to some discussion of non-Euclidean geometry with its tremendously interesting history. I am not suggesting that non-Euclidean geometry as such be included in a high school geometry course, but I submit that students that have a clear conception of what geometry is all about should be able to discuss questions concerning the changing of the postulates and the resulting changes in the theorems and in the models obtained.

It has been the policy of geometry textbook writers to stress the facts of the geometry and to disregard somewhat the deductive structure. Thus, by increasing the number of postulates much of the deductive structure is lost, and the student fails in this first experience to find out what mathematics is really like. The recently proposed geometry materials make an attempt to present mathematical facts in a mathematical way. The subject matter presented is essentially the same as the traditional texts. Only the ground rules are different. Opponents of these geometry texts are dismayed because

certain of the theorems at the beginning are trivial in nature. The point is, however, that they can be deduced from the postulates, and a student that is made aware of the rules of the game, plays along readily.

One more point. I am convinced that a geometry course with this new emphasis has a more relevant place in a Christian high school curriculum. Our youth deserve the best geometry course possible and one which most clearly depicts the spirit of modern mathematics. May I urge those teaching geometry to consider these matters seriously. Certainly one should study the materials of the School Mathematics Study group from Yale University. Besides, a very fine geometry text by Charles Brumfiel, Robert Eicholz, and Merrill Shanks (Addison Wesley Co.) has recently appeared which is written in this spirit. I feel that with this new emphasis geometry can be made more exciting and challenging, and, more important, a real introductory *mathematics* course.

Beginning question of why is this in same terms of Christian Criticism?



Literature Is Life

by MRS. MITCHELL GRAY*

The Christian and Literature

To teach literature is to teach life. For some this implies that to teach Christian life would be to teach Christian literature. Yet all of God's world belongs to His chosen and often it seems that those not belonging to the Reformed religious circle are more sensitive than we to life and to the best words with which to depict it. Perhaps this is because our religion has cast a complacency over our reactions so that when we are emotionally stirred we merely reiterate "Oh God,

how wonderful Thou art" rather than to strive to give individual expression to our emotions. Whatever the reason may be, the literature teacher is grateful for the many selections that fill her textbook which are not directly coincident with the religious belief she teaches. Amongst them she finds powerful plots, choice words, and deft descriptions. Through the variety met in one literature course it is possible for each student to identify himself with some character. This identification gives him satisfaction at being understood, security in company, and ex-

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pression for hidden emotions. May a Christian identify himself with a non-Christian character? T. S. Eliot gives the reader permission to interpret the poet's words as he wishes. He asserts that a poem may bring to the reader's mind a thought far removed from the mind of the poet and perhaps more beautiful. This makes it possible for a Christian to read a great variety of literature and to allow it to take a meaningful place in his Christian life.

Examples

John Milton, a Puritan himself, needs no apology for his lines in "L'Allegro".

*—Sport that wrinkled Care derides,
And Laughter holding both his sides.
Come, and trip it as you go,
On the light fantastic toe;
And, if I give thee honor due,
Mirth, admit me of thy crew, —*

We, Americans of Holland descent, know so little of the "light fantastic toe." We pride ourselves on being stolid and practical. The old Puritan shows us that mirth has a place in life. Especially a Calvinist can be mirthful with his wonderful religious heritage. Follow Milton through his sonnet, "On His Blindness." Every Christian teacher can sanction this one. A thousand lessons are here contained. God is not dependent on his creatures. God is served passively as well as actively — "They also serve who only stand and wait." Milton teaches students that God has many who love Him, rather than just one lone self-righteous Calvinist, and that taking adversity patiently is serving God. This applies to the basketball player who sprains his wrist in the first game of the season and to the perfectionist student who missed so many classes because of illness that she must be grateful for C's. Shall we as teachers scrutinize Milton's "On His Blindness" and give "L'Allegro" only a casual glance? Would the former have had equal effect if it had not been preceded by the latter? Although all of life is God's according to the Calvinist, that very Calvinist often chooses only the demure. Yet the demure cannot be so without its frivolous setting. Both must be taught in order to keep life in proper perspective.

William Cullen Bryant had a firm sense of morality which he combined with a romantic love for nature. With us romance is too often confined to "Jeanette and her wooden shoes." Yet Bryant teaches us that romance found in nature can give freshness to philosophical thought. As he sees a waterfowl take flight in the illimitable air, he realizes that even without a path the bird seems sure of his direction. His conclusion is that an unseen Power is guiding the waterfowl to its destination. A Christian student feels the definiteness of God in that unseen Power. A Christian teacher asks for examples of original thinking that lead to similar conclusions. Student response is slight. Christian students? Don't they think about what they see? Or don't they see? Or are their religious thoughts apart from their daily lives? Then are they Calvinists?

The prisoner of Chillon tells of his reluctance to leave the dungeon which he had inhabited along with lesser life because

*So much long communion tends
To make us what we are —*

Are we Christian students and teachers what one would expect from those who have had a long communion with God?

Edward Rowland Sill felt skeptical about life and from his mixed emotions came the dramatic "Fool's Prayer." Most of it seems orthodox enough but we are stopped when we get to the verse,

*'Tis not by guilt the onward sweep
Of truth and right, O Lord, we stay;
'Tis by our follies that so long
We hold the earth from heaven away.*

This we cannot teach. Or can we? Whatever the poet intended, the Christian reader might think, "Ah, yes — our guilt we readily confess and feel the warmth of God's forgiving love, but our blunders we would rather not face and often they draw a curtain between God and us." Perhaps the Christian teacher is criticized for considering this poem earnestly by someone who has felt the poet's mood less deeply or who has been unable to transfer this mood to his own Christian life-view.

Do Christians feel God's world sufficiently to exclaim with Edna St. Vincent Millay

*—Lord, I do fear
Thou'st made the world too beautiful
this year.*

Or is our channel to God exclusively through the Heidelberg Catechism? It seems possible to me to present the difference of opinion between the author and us without smothering the ecstasy of religious reaction her poem instills.

Macbeth and his Lady ruined themselves by susceptibility to a few crafty implications of the witches. Christian students have suffered greatly because unwarily they took to some suggestion which later led them into paths they originally would not have chosen.

Winter Wheat by Mildred Walker illustrates that cold and wind and snow and hail do not disturb the wheat which is deeply rooted in the rich soil. They really protect it. By contrast the spring tassels seem more golden. The idea is touching in its secular setting. A Christian is moved to ask himself why he is so slow to compare the Christian life to winter wheat. All the chastening that God sends — though it may seem cold and merciless — will not kill the Christian life but will increase its worth.

The Christian as a Teacher of Literature

What does all this prove? That the Christian teacher must teach Christian literature? Not that. Rather, the Christian teacher teaches Christians literature. Our schools must be peopled with Christians. This, after all, is what makes them Christian. Christian parents send to

school young people who desire to reflect their Christianity there. With these Christians before her and a literature book wide open, the Christian teacher finds innumerable avenues of exploration into a Calvinistic world-and-life-view. If it is true that a Christian "lives and moves and has his being" in God, then it is true that a Christian will find God in literature, for literature is life. The student can enjoy the talents with which in His common grace God has blessed this world. He can be inspired toward loftier expression of praise to his Maker. He can be convicted of his own religious heritage. He can see in Biblical passages the glory of God gloriously spoken.

What is the duty of the Christian literature teacher? To ascertain with her students what it means to hold a Calvinistic world-and-life-view; to ascertain that God and life are integrated. And then to take them along the winding paths of literature — a few briars to prick here — some brambles to irritate there — but surprisingly enough — God all the way. How can it be otherwise for the Calvinist?

When we insist only on Christian literature are we casting an ill reflection on the Christian communion the teacher has had? When we insist only on Christian literature are we doubting our own Christian depth? When we insist only on Christian literature are we assisting the student along life's pathway or are we deceiving him as to its windings?

Christian teachers must teach Christians literature — for literature is life. Are we Christian enough for our task?

Foreign Language in the Elementary Classroom

By LORRAINE M. HONADEL*

"Buenos Dias", calls Mary to her mother as she enters her home, "We are learning to speak Spanish in school."

Mary is full of enthusiasm and her mother is quite interested to hear this, too. This is happening in many parts of

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the country and interest is spreading quickly.

Have you seriously considered including a foreign language in your curriculum? Pioneering in a new field is often difficult, but very fascinating work. Perhaps the first objection to teaching another language that you may come up with is this:

Who Shall Teach?

This is a decision of great importance. As is the case in any subject, you want a teacher who is qualified. She should have studied another language for a few years and feel sufficiently confident to attack the program. Of great importance also is getting a teacher who has the right amount of interest and enthusiasm to pass on her knowledge to the children. Many times, as in the Miami area, regular classroom teachers are forced to continue the foreign language study, which is watched on TV or heard over a loud speaker in their room, for a certain amount of time every day. I dare say that requiring this of all teachers is far from ideal, since many adults without the proper language background steer clear of ever attempting the attack of another language besides their native tongue. They gasp with horror when even thinking about it.

The colleges today are beginning to remedy this situation, and many of the foreign language classes for the first time in ten years are experiencing some increase in enrollment. Perhaps this is the result of many attempts throughout the United States to include a foreign language experience in the elementary years.

If experienced personnel cannot be found within your teaching staff, look into your community and see if someone is available for a short time each day or several times a week. Many evening classes are given to those interested in beginning the study of a foreign language. If an in-service teacher training class could be started, this would be ideal. Under terms of the National Defense Education Act, individual teacher training kits are made available for purchase.

How Much Time?

Consideration of grade is of primary importance in deciding the amount of time that should be spent on the foreign language. Interest span is very short among the kindergarten and first grade children; however, a period of five or ten minutes a day is beneficial at this young age. As the pupils continue through grades two through four, I would suggest increasing the time to fifteen minutes per day. If it cannot be included in the daily schedule in the upper grades, two or three periods a week of half hour length would be satisfactory.

Who Shall Study?

Some eyebrows have already been raised when the five-year-old child was mentioned. As we initiate the program, let's include everyone. Of course, as we continue we will discover those who have more adeptness in handling the language; but do we take arithmetic away from those who have difficulty with it? Any child of average ability is able to handle a foreign language to some extent at a conversational level. The written language is not to be attacked at an early age. Repetition is the essence of learning any foreign language and most children are fascinated by the fact that they can talk in another language besides their own. Young children especially love to listen and imitate. They have the very qualities which facilitate language learning. Others in this field advocate beginning at the fourth grade level; however, I still stand firm in the experience of having attempted earlier language training with a certain measure of success.

What Language Shall Be Chosen?

This is a matter which each individual school staff would have to consider for itself. Many schools near the Canadian border have included French. In the midwest German and Polish speaking peoples have begun their native languages. In California, New Mexico and Florida Spanish has led in importance. Every administrator must determine a good reason for the addition of a foreign language to the already crowded

schedule which must also seek to train the child adequately in science, arithmetic, etc. It would be sheer folly to begin a second language in an area where there is not a good chance for its use in one way or another. Because of the recent influx of the Cubans into the Miami area, we in Florida are concerning ourselves with the study of Spanish. In many of the Miami stores in years past signs have read "Spanish is spoken here". Now the area is so crowded with Spanish people that the papers have jokingly reported they will have to replace these signs for the English speaking minority with "English is spoken here".

Children speaking Spanish are coming right into our classrooms. Mission work is being done among the Spanish speaking people and Bible study is being carried on for them. How pleasant it would be for some of these children who are strange to our shores to hear a few words from their new friends in their own language.

There must be a continuity in the study of a language. A one year attempt will soon be forgotten. Everyone who has studied a language in the past remembers how quickly it is forgotten if it is not used. To retain the knowledge, the study must be continued year after year. It is very easy to make this a flexible program, but take a forward look for the continuing of that language which has already been begun.

Objectives

1. To enable the child eventually to think, converse, read and finally write the language, considering age limitations.
2. To learn to appreciate the culture of the country itself.
3. To make the child aware of the necessity of good communication between our people and those of other lands.
4. To teach the child to appreciate the influence of that country on our own language and people.
5. To imitate carefully correct usage and pronunciation of words.
6. Last, but not least, is the pure enjoyment of working with a new language.

Methods

Introduction of a language can be ideally motivated in several ways. Invite someone into your classroom who can speak the foreign language so that children can hear the language. Listen to a record of Spanish songs. Bring in objects that have been made or purchased in that country for a table display.

After this initial motivation, the class is ready to start with such simple expressions as: "Hello - How are you?" - "I'm fine." The professional linguist must carefully avoid the pitfall of trying to push too much vocabulary at the beginning class. Rather attack a small group of words and phrases and continue to repeat them, using them in different ways. Many other activities can be included, such as learning to count, learning the colors, telling time and being able to talk about the weather.

Materials

Records are available in many foreign tongues. Our local stores are now beginning to stock flashcards for older children.

Harr-Wagner Publishing Company of San Francisco has made a good series of Spanish readers and additional audio-visual materials available.

Also of exceptional value are two sets of workbooks put out by Allyn and Bacon Company. One set carries French from the conversational level to the reading level. Another set of four books carry forth the same idea in Spanish. Songs and complete plans are included for the teacher.

Much experimental work will soon continue this series in other languages.

Evaluation

Evaluation in any field of education is of constant need, but it is even more important in a new field of endeavor such as this. Eventually after these programs have been in operation for several years a type of evaluation or a study of the procedures used should be published to improve language teaching in the elementary grades. However, if only a few of the objectives mentioned are arrived at, we may consider the teaching successful. Take your first step forward by seriously considering this field. The

children will enjoy it and parents will express their satisfaction.

If you are interested in initiating a language program, you may get helpful materials through:

MODERN LANGUAGE ASSOCIATION
6 Washington Square North
New York City, New York

In conclusion, let us consider world conditions today. Are we not reminded often to teach "world mindedness" and work together to produce peace amongst

the nations of the world? Perhaps if we could look into the future, we would learn that foreign language teaching might help to make the children appreciate other people and their ways or customs even if they may differ from our own. The importance of foreign language is not to be down-graded in this age. Objections can be raised and perhaps our major objection would be "we haven't time" in our already crowded schedule; but who among us, considering all other matters discussed herein, could not find ten minutes a day to begin this worthwhile type of instruction?

* * *

Book Review

H. W. Byrne, *A CHRISTIAN APPROACH TO EDUCATION, A BIBLIOCENTRIC VIEW*. Grand Rapids, Mich.: Zondervan Publishing House, 1961. 362 pages, \$4.75. Reviewed by Mr. Bert Bratt, teacher of Social Studies and Bible at the Oakdale Christian Junior High School.

Dr. H. W. Byrne, Dean of Education, Fort Wayne Bible College, attempts an ambitious answer to the question, "What are we trying to do when we teach?"

He rightly alerts us to the chaos of modern secular education which has "peripherized" God, making him a spectator rather than the Administrator of the world, elevated man to the driver's seat, and now tries desperately to climb from its self-designed pit up a faulty ladder. To paraphrase Churchill, "Seldom have so many (educators) done so much for so little reason." Byrne correctly asserts that grasping at "survival values", "transmitting the culture", and "adjusting happily" are, per se, unworthy motives for holding school. The Christian educator must not become partner to such patent voidness.

Refreshingly, the author sets down a wide range of penetrating Biblical and philosophical perspectives which yield a Christian view and practice of education. There is logic inherent in the presentation. When one has formulated his God-oriented World View (Section I), he may transpose it into his classroom procedures (Section II), taking care to

estimate all the subject disciplines in this light (Section III).

The author does not settle for superficial "Christian" education. To him, Christian schools are not composites of nice people, teaching nice children, in a nice way, with Bible added for effect. It is counterfeit, says Byrne, to have "Christian teachers (who) are teaching their subject matter in a secular frame of reference." (p. 175) The Christian teacher, in all disciplines, must endeavor to read God's thoughts after Him. To him, no subject is secular, since all has originated with God and must be redeemed for Him. Byrne views Christian education as a widely-scoped, deeply-saturating activity, aimed not merely at producing enlightened heads but also dedicated hearts. Christian education, in his view, must bring meaning, underscore unity, indicate direction and foresee destiny, all within the framework of "positive, supernatural, authoritative revelation". (p. 48) Christian education may anticipate what C. B. Eavey describes as Christian "self-realization", enabling "each pupil to live as he was created to live, in order that he may be-

come what his Creator destined him to be." (p. 106) Such far surpasses the emptied "self-realization" propounded by John Dewey.

The author writes lucidly. He manifests an unflinching commitment to God's Word and displays broad acquaintance with the educational field. He skillfully amalgamates a vast mass of learning.

Dr. Byrne makes much of presentation in the light of contrast. The reviewer senses a value in this, but wonders whether the reader will not lose the thread of thought amid the plethora of ideas. Further, there is some needless repetition which may lead to interest lag.

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Book Review

John Brouwer, John A. Vander Ark, and Mark Vander Ark, *BOARD MEMBERS' HANDBOOK*. Grand Rapids, Mich.: National Union of Christian Schools, 1961. Reviewed by Mr. C. Van Valkenburg, former President of the Board of the Creston Christian School.

The introductory material of this book presents an excellent "skeletal" treatment that is in keeping with the nature of a handbook. It is a statement concerning the source, the impulse, the content, and the vindication of the great venture of Christian day school education. The school board member who spends a few hours reading through, thinking about, and absorbing this section should be stimulated to the extent that he will find his term of service a rewarding experience.

The authors set forth a practical and wise purpose for the volume. They desire that the conscientious board member may learn his functional status, find his way through the maze of work with defined procedures, and gain an inspiration in faithfully continuing this work of the Lord.

We believe this broad objective has been well accomplished. The logical sequence of treatment by sections makes for ease of comprehension and reference. It also helps to serve as a checklist. It also introduces new board members to

In outline headings, there is too copious distinction between ideas closely akin. Those who relish the Scriptural concept of covenant, as related to Christian schools, must look elsewhere.

The book is fitted with numerous illustrative charts, a helpful Glossary of Philosophical Terminology, and a promising bibliography.

Those who would more fully understand what Christian schools are, should read this book. They will finish the volume resolved to complete their unfinished business, but always mindful that it is simpler to state what you should do than to do what you have stated.

* * *

the scope of their work and enables them to find areas of special interest and service.

The Board of a new school can get under way in creditable fashion with this volume. The clear and concise section on "Organization and Administration" should prove to be especially helpful, although every chapter contains some stimulus for board members to seek improvement in carrying out their basic responsibilities. An excellent mechanical feature is the looseleaf arrangement which permits addition of notes and new materials.

The sections on "Business" and "Personnel" are heavily loaded with finance considerations. The guidance given is valuable. It is heartening to see the following statement in the latter section: "Selecting and retaining the finest administrative leadership and teaching staff is the single most important task of any board." The excellent treatment of the material that follows bears out the position of the authors.

The section on "Instruction" presents inspiration and challenge. The portion devoted to the Educational Program contains nuggets of the how and why of integration of school studies with God's revelation. The fact that this area is indicated as worthy of the constant attention of board members is a tremendous challenge.

The section on "Public Relations" rests on the premise that the Christian school is a Christian community venture. It presents board members with ideas on how the well-operated school can make the most profitable contact with the community.

This premise, that the Christian school is a community venture, makes the title of this volume too limited. This is a handbook that should serve more than

school board members. Members of consistories, parents, and other mature members of the community should be well versed in the scope and implementation of the school board member's work. This also applies to the principal and teaching staff, for it will enable them to give greater assistance in administrative problems. In other words, this volume should be in circulation among all those interested in Christian education.

Due credit is in order for the timely initiative shown by the authors. Christian schools need what this volume affords. To most of us it is a welcome means of reorganizing our vision and talents towards a more efficient and just school administration. The National Union of Christian Schools, too, should be complimented for the part it played in the publication of this fine book.

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